DOCUMENT RESUME

ED 153 931 SO 010 875

AUTHOR Nevens, Margaret; Kostick, Diane
TITLE World Culture Areas: U.S.S.R. Grade 6.
INSTITUTION Barrington Community Unit School District 220, Ill.
PUB DATE Sep 72
NOTE 49p.; Maps may not reproduce clearly due to poor legibility of original document
AVAILABLE FROM Community Unit School District 220, 310 James Street, Barrington, Illinois 60010 ($3.00 paper copy)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Affective Objectives; *Area Studies; Bibliographies; Cognitive Objectives; *Cultural Education; Elementary Education; Foreign Countries; Grade 6; Learning Activities; Map Skills; Reading Materials; Resource Units; Social Studies; *Social Studies Units; Student Research; Tests
IDENTIFIERS *USSR

ABSTRACT

Information and learning activities about Russia are presented in this sixth grade social studies unit. Among the unit's objectives are identification of political and economic effects of Communism, determination of the size of the Soviet Union and its latitudinal position, and comprehension of the causes and effects of the Sino-Soviet split. Special emphasis is on Russia's cultures, geography, historical development, and role in the 20th century. Teachers are encouraged to select from 70 learning activities including field trips, role-playing historical characters, and comparing pollution problems of Lake Baikal and Lake Erie. The unit outlines concepts to be learned, skills, objectives, learning activities, common misconceptions, vocabulary, maps, and objective and essay tests. Teachers should be able to incorporate part or all of the unit into existing social studies course plans. A bibliography on the U.S.S.R. concludes the unit. (AV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153931

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Frank W. Cole

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

WORLD CULTURE AREAS: U.S.S.R.

Grade 6

SO 010 875

COMMUNITY CONSOLIDATED ELEMENTARY SCHOOL
DISTRICT NUMBER 4

Barrington, Illinois

September, 1972

U.S.S.R.

Introduction

Americans need to be better informed about the world, more today than ever before. This unit on the U.S.S.R. is planned to acquaint students with some basic concepts about the Soviet Union: its republics and peoples; its geography and climate; its historical development and role in the twentieth century. The emphasis is on the unique culture of the Soviet Union, how it is like other world cultures and how it differs from them.

Materials for this unit have been gathered from a variety of sources. Teachers should feel free to select those ideas and activities with which they are most comfortable. A serious effort has been made to make this an objective unit of study.

This unit was prepared by Margaret Nevens and Diane Kostick in the summer of 1972.

U.S.S.R.

CONCEPTS

1. People are more alike than different. Men all over the world have physical, social and psychological needs. How they fulfill these needs is known as culture.
2. History affects contemporary situations in all nations. Knowledge of a nation's history is invaluable to an understanding of it today.
3. Climate and geographic features determine to a large extent the industrial and agricultural potential of a nation.
4. Nations are not static entities. They change continually. How and why they change is debatable. Change is generally more evolutionary than revolutionary.

SKILLS

1. Mapping: Make neat and accurate maps of the U.S.S.R. Read and interpret maps. Draw conclusions from map comparisons, graphs and charts.
2. Researching: Use appropriate sources (almanacs, Reader's Guide to Periodic Literature, texts, encyclopedias, etc.) to find information. Take accurate and pertinent notes from material. Organize information. Outline gathered information.
3. Reporting: (oral or written, individual or group) Learn to work in committee to plan, prepare and present an interesting report. Learn to use visuals effectively when giving a report to the class.
4. Listening: Recognize important information presented in oral reports, lectures and audio visual materials.
5. Thinking: Learn to ask pertinent questions. Be able to make inferences and draw conclusions from appropriate materials. (maps, charts, collected data, etc.) Be able to differentiate between facts and opinions.
6. The arts: Appreciate and participate in forms of arts (drama, music, art, theatre, etc.) found in the Soviet Union.

U.S.S.R.

OBJECTIVES

1. Discover how the geography and climate of the U.S.S.R. have and continue to affect human activities.
2. Learn the meaning of "continentality" as related to the U.S.S.R.
3. Determine the effects of the size of the Soviet Union and its latitudinal position.
4. Learn about the variety of cultures and customs of the Soviet Union. A study about food, shelter, clothing, art, work, government, education, communication, transportation and religion will give students first-hand knowledge of these basic facts.
5. Become familiar with the historical development of the U.S.S.R. with emphasis on the 19th and 20th centuries.
6. Develop a working vocabulary of significant Soviet terms.
7. Identify and locate important Soviet cities and recognize the significance of each: Moscow, Kiev, Leningrad, Khrakov, Baku, Murmansk, Archangel, Gorky, Tashkent, Novgorod, Irkutsk, Novosibirsk, Perm, Sverdlosk, Kazan, Volgograd, Donetsk, Rostov, Astrakhan, Odessa, Minsk, Vladivostok, Chelyabinsk and Kuybyshev.
8. Write a paper on, conduct a discussion of, or demonstrate with visual aids the causes and effects of the Sino-Soviet split.
9. Identify the political and economic characteristics of communism.
10. Discuss the role of the Soviet Union in world affairs: United Nations, Eastern Europe, the Middle East, Developing Nations, etc.

ACTIVITIES

Obviously, this listing of activities contains more activities than can be used in the time available to teach this unit. This overabundance is intentional, and there are two reasons for it: (1) For a good part of the unit, student work will be individualized, and students can select among the activities those which interest them and those that are within their capability of completing. This, of course, is accomplished with teacher guidance; and (2) You, as the teacher, may wish to select certain activities rather than others. Your selection can be based upon the needs of your class and your preparation for the teaching of the unit.

1. Take a field trip to:
   a. Russian restaurant, e.g., Sasha's, 914 N. Ernst (Rush Street area) SU 7-2183
   b. Art museum exhibiting Russian arts
   c. Historical museum
   d. Russian film
   e. Russian play
   f. Russian musical program, e.g., balalaika concert
   g. Russian folk dance, e.g., Moiseyev

2. Collect newspaper and magazine maps each of which bear some facet of Soviet geography, history, etc. Connect to wall map of the U.S.S.R. with string and pins.

3. Construct three-dimensional maps which highlight Soviet geography.

4. Draw a series of maps for the U.S.S.R. which include the following:
   a. Republics and major cities
   b. Climates
   c. Population density
   d. Time zones
   e. Physical features, bodies of water
   f. Land use

5. Develop a map study to show how the U.S.S.R. compares with the U.S. in:
   a. Size
   b. Location
   c. Population density
   d. Natural resources

6. On a map of the world have students indicate areas which have come under communist influence since 1939. Explain.

7. On a world map have students insert colored pins to locate chief "danger" spots" in the on-going East-West conflict. Tell why these are tension areas.

8. Have a committee use a sand table or clay model of a section of the Western Soviet landscape to show how and why the Soviet rivers flow in their set directions; how these rivers drain the surrounding plains and plateaus; how floods and other problems are caused by seasonal variations imposed by latitude; and how rivers which flow into interior lakes create other problems.

9. Use a color code with a large wall outline map of the Soviet Union to show which areas are unsuited for agriculture. The code is determined by the climatic conditions: too cold, blue; too arid, yellow; too marshy, green; etc. What emerges in graphic detail is a pictoral map of the Soviet Union of actual versus the usable space in the Soviet Union.

10. Use maps, tables and charts to illustrate and discuss the geographic limitations of the U.S.S.R.

11. Through the use of pictures or illustrations make a comparison of the animal life found in the U.S.S.R. and the U.S. Note similarities and differences.

12. Assign students to report on how the climate of the Soviet Union affects the people. The report should include information about:
    a. Temperature
    b. Rainfall
    c. Vegetation
    d. Types of homes
    e. Ways of earning a living
    f. Types of recreation.

13. Compare environmental problems of the U.S.S.R. and the United States, e.g., the pollution of Lake Baikal and Lake Erie.

14. Form a panel to compare the strength of the Soviet Union with the strength of the United States. Areas of consideration should include:
    a. Size and location
    b. Natural resources
    c. Landforms and climates
    d. River systems
    e. Population
    f. Economic development

15. Prepare a time line of significant historical events in Russian history or select a specific time period in Russian history (1917-1939) and explain the data to the class. Compare the time line to a similar one for U.S. history.

Activities 16 - 19 are rather sophisticated. If student interest or talent demand, they may be used.

16. Debate the question, "Resolved: Lenin had a greater influence on the U.S.S.R. and the world than Stalin."

17. Cast one student in the role of Lenin and others as reporters at a press conference in 1922, to whom he might explain and defend his adoption of the New Economic Policy.

18. Students might enact:
    a. Kerensky explaining his political program in 1917
    b. Peasants during the civil war discussing the Red and Whites
    c. Trotsky speaking of the need for world revolution
    d. Khrushchev denouncing Stalin

ACTIVITIES (Continued)

19. Have students gather pictures and/or information about the 1956 Hungarian revolt. Discuss whether the U.S. should have helped the Hungarians and why.

20. Prepare a timeline and map to show the expansion of the Soviet power from 1939 to 1948. Explain.

21. "On the spot" interviews can be staged to describe the reactions of West Berlin citizens when "the Wall" was built.

22. Play a recording of Tchaikovsky's "1812 Overture" in class. Have students pictorially represent what they "see" as they listen to the music.

23. Have two students assume the role of Trotsky and Stalin and have them debate their ideas about communism.

24. Find newspaper or magazine accounts of Trotsky's murder in 1940. Have them suggest what conclusions can be drawn from the data.

25. Obtain accounts from history books or magazines of the purge trials under Stalin. Tell why they occurred.

26. Gather accounts of Khrushchev's ouster. Tell what it indicates about political power in the U.S.S.R.

27. List political and economic characteristics common to both Czarist and communist Russian regimes and characteristics in which both differ.

28. Trace the history of Soviet and Chinese relations. Tell why they are not in accord today even though both are communist nations.

29. Debate the question, "Resolved: Lenin and his successors have created new Russian men."

30. Explain what hemophilia is and tell about its importance to the Russian Revolution.

31. Compare Russia's emancipation of the serfs with the abolition of slavery in the United States. Note the events which led up to each act, the provisions of each and the effects on each respective country.

32. Prepare a three minute talk on one of the following:

    a. Ivan III
    b. Stephan Razin
    c. Father Gapon
    d. Rasputin
    e. Alexander II
    f. Alexander Kerensky
    g. Marx
    h. Lenin
    i. Nicholas II
    j. Stalin
    k. Trotsky
    l. Khrushchev

33. Illustrate on posters the causes of the 1917 Revolution.

34. Make a list of "Who's Who" in Russian history. Briefly tell the significance of each.

35. Have students assume the role of newspaper reporters. Have them write articles describing the sights and sounds, causes and effects of the Russian Revolution. Included should be accounts from:
    a. Bolshevik party member
    b. Member of the Provisional government
    c. Kulak
    d. Foreign tourist in Russia
    e. Nobleman

36. Have children write a character sketch of an historical or contemporary figure of the U.S.S.R. The person may be living or dead, real or unreal, famous or not famous. The character sketch should include information about the geography of the country, customs and any other pertinent material. It may be written in the form of a diary, newspaper account, journal, biography or autobiography. Some possible characters might include:
    a. Peter the Great
    b. Ivan the Terrible
    c. Catherine II
    d. Nicholas II
    e. J. Stalin
    f. Khrushchev
    g. N. Lenin
    h. Tolstoy
    i. Checkhov
    j. Tchaikovsky
    k. Rachmaninov
    l. Anna Pavlova
    m. Yuri Gargarin
    n. Factory worker
    o. Greek Orthodox priest
    p. Bolshoi dancer
    q. State farm worker
    r. Reindeer herder
    s. Army officer
    t. Member of the secret police
    u. Spy
    v. Komsomol member
    w. Cossack
    x. Soccer player
    y. Young Pioneer
    z. Prisoner in Siberia

37. Students can make a pair of graphs comparing:
    a. The increase in Soviet and U.S. production of machines
    b. Railroads, iron, steel, oil, consumer goods from 1928 to present
    c. Current production of the same items

38. Compare Soviet and U.S. transportation. What is the relative importance of railroads, airlines, automobiles and inland waterways in the two countries? Mention major Soviet and U.S. rivers, canals and rail routes.

39. In panel form present to the class the advances which Russia has made in trying to gain each of the following:
    a. Warm-water port
    b. Additional fur-trapping grounds
    c. Greater mineral deposits

40. Predict the influences that migrations of people to Siberia will have on Soviet economy. Support your ideas based on climatic and geographic data. Make a map to clarify your ideas.

41. On posters draw cartoons showing three problems which have arisen in connection with collective farming.

42. In a series of drawings or illustrations show how transportation problems influence Soviet industrial development.

43. Make a report comparing the daily life of a collective farm family in the U.S.S.R. with that of a farm family in the U.S.

44. List major Soviet imports and exports. Draw significant conclusions regarding Soviet industry, agriculture and consumer goods from the data collected. Asterisk those exported to the U.S.

45. Discuss the attitude of Soviet citizens toward consumer goods. Tell what measures the government is taking to meet the "demands" of Soviet shoppers.

46. Make a model of a collective and/or state farm and explain how they operate.

47. Debate the question; "Resolved: The abolition of nuclear testing is necessary for the safety of mankind."

48. Debate the question, "Resolved: The 1963 nuclear test-ban treaty contributed to a lessening of world tensions."

49. Appoint a committee to investigate the types and amounts of aid given by the U.S.S.R. and the United States to other countries. Graph the findings and draw some inferences from the data collected.

50. Have students compare articles in Life and Soviet Life. Note examples of propaganda in its positive and negative aspects.

51. Prepare a classroom exhibit on the Soviet and American space programs, including newspaper and magazine articles, pictures, diagrams, charts and models of missiles and spacecraft.

52. Have students collect current events about the U.S.S.R. from numerous sources. Discuss the different attitudes reflected in the American press when reporting on Soviet happenings.

53. Make a circle graph showing the proportion of the various nationalities in the Soviet Union. Explain the advantages and disadvantages this poses for the U.S.S.R.

54. Prepare and perform the play, "Clever Marya and the Czar".

55. Display numerous pictures of Soviet citizens. Reach some conclusions about the population of the Soviet Union from the photos. For example, numerous languages are spoken in the U.S.S.R.; the Soviet Union has been settled by Asiatic and European peoples and the like.

56. Have a Russian arts festival. Feature art, music, dances, poetry, fairy tales and murals which depict Soviet culture.

57. Make a study of stamps of the U.S.S.R. and tell what they reveal about the Soviet Union; its history, culture. Write a Soviet embassy to ascertain the easiest way to get Russian stamps.

58. Debate the question, "Resolved: Soviet Olympic athletes are non-professional."

59. Debate the question, "Resolved: There is less discrimination between men and women in the U.S.S.R. than in the United States." Facts only please.

60. Construct a mural or series of murals showing interesting phases of life in the U.S.S.R.

61. Draw pictures of local American scenes and activities. Have them exchange them with like pictures by Soviet children. Arrangements can be made through: Art for World Friendship
Women's International League
Committee for Peace and Freedom
Friendly Acres
Media, Pennsylvania 17863

62. Examine the Cyrillic alphabet. Have someone from the high school foreign language department teach the class some basic Russian words. Practice by carrying on a simple conversation in Russian.

63. Correspond with Soviet students. Teachers may write to foreign teachers to make the necessary arrangements. Information and addresses may be obtained from: American Junior Red Cross
17th and D Sts., N.W.
Washington, D.C. 20000

Pen Friends Division
The English-Speaking Union
16 E. 69th St.
N.Y., N.Y. 10021

International Friendship League
40 Mt. Vernon St.
Boston, Mass. 02109

64. Invite someone from the community who has traveled or lived in the Soviet Union to speak to the class. Prepare significant questions to ask the guest speaker.

65. Discuss the comparative merits of Soviet and U.S. schooling.

66. Write an essay on the most important problem the U.S.S.R. faces today.

67. Recognize from a teacher and/or student prepared list of statements about the U.S.S.R. those that are a result of historical development and those that are the result of the physical environment.

68. The following might be appropriate for oral or written reports during a study of the U.S.S.R.:
a. Ancient Kiev or Novgorod
b. The invasion of the "Golden Horde"
c. Napoleon's Russian campaign
d. Marx's political theories
e. Lenin's ideas for the "new Russia"

f. Stalin's plans to build the Russian industrial system
g. Khrushchev's idea of "peaceful coexistence"
h. Russian Revolution 1917
   (1) Social injustices of Czarist period
   (2) Immediate background
   (3) Chronological list of events from March 1917 to November 1917
i. Any national group of the U.S.S.R.
j. Any satellite country
k. Soviet aims in WW II
l. Compare Soviet expansion in:
   (1) Eastern Europe
   (2) Cuba
   (3) Middle East
   (4) South America
m. Organizations and functions of:
   (1) NATO
   (2) SEATO
   (3) CENTO
   (4) Warsaw Pact
   (5) COMECON
n. 1962 Cuban crisis
o. National holidays in the U.S.S.R.
p. The Soviet Consumer---His problems and complaints

69. Collect information about the 1972 sale of U.S. grain to the U.S.S.R. and tell in your own words why this is (was) necessary and what it did for trade relations between the two countries.

70. Collect information on the 1972 International Chess Championship matches between Bob Fischer and Boris Spassky. What was the outcome? What problems were encountered? How do these two men reflect the attitudes and cultures of their homelands? What is your opinion about their behavior?

REQUEST FOR VOLUNTEER

To: Volunteer Bureau of Barrington 301 E. Main Street, Barrington

Date: _____

From: _____ Teacher _____ School

Tasks to be performed: (Describe fully--number, age of individual or group, grade, etc. Is equipment required, and if so, is it available? (Operator?)

Experience - background required:

When will this person be needed:

Day _____ Time: Start _____ Finish _____

Approved by: _____ Coordinator _____ Principal

PLEASE GIVE US AT LEAST TWO WEEKS' NOTICE TO SERVE YOU. THANKS.

(Do not write below this line.)

Requisition No. _____

Assignment _____ Name _____ Date

_____ Address

Notification: _____ School Teacher _____ Volunteer _____ Coordinator

Form 2

SOME STEREOTYPES TO SHATTER AND *

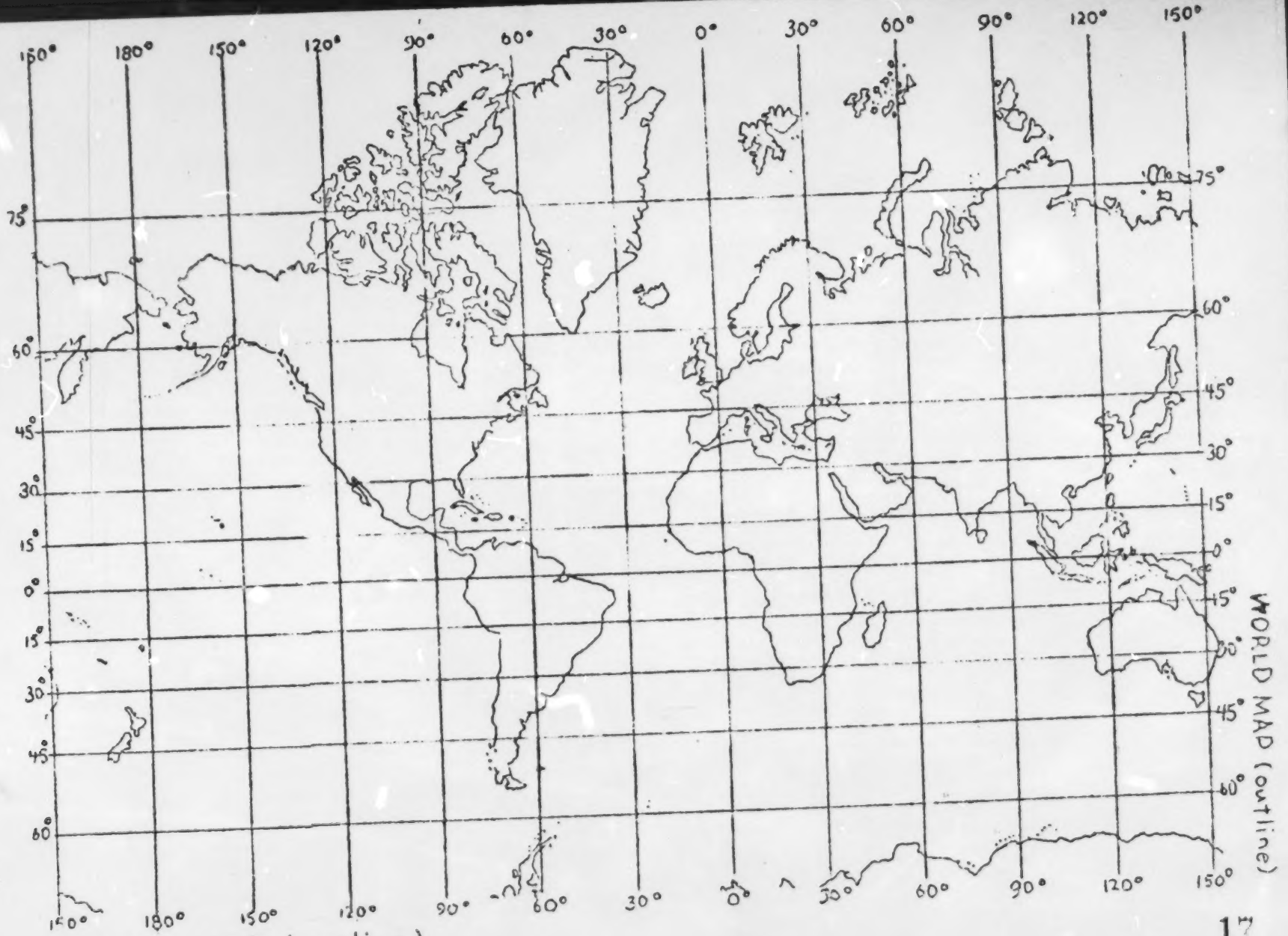
SOME HALF-TRUTHS TO EXPLORE

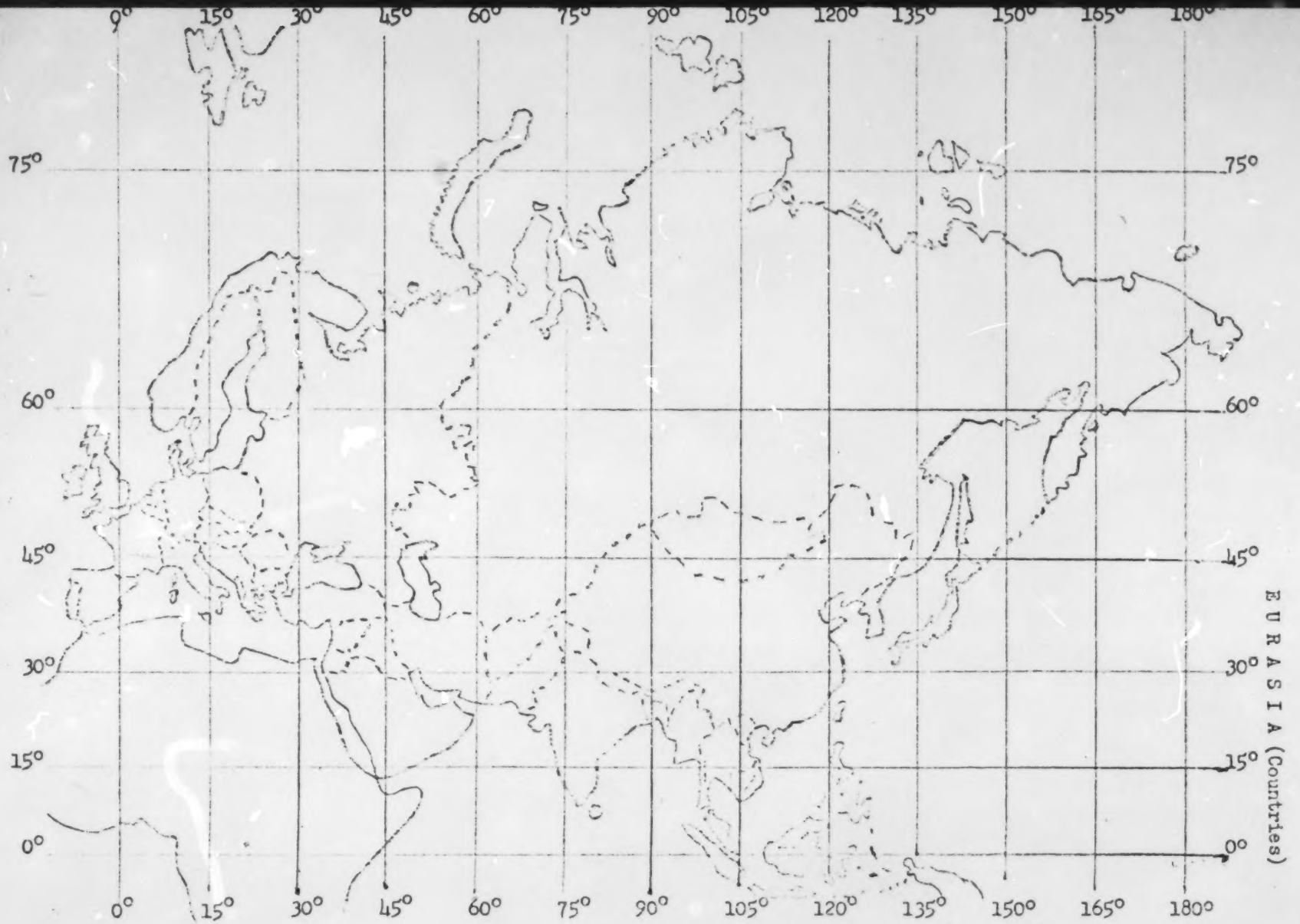
A great many stereotypes or half-truths about the U.S.S.R. exist in the minds of many Americans. Ten of them are listed below, together with a short statement of what seems to be nearer the truth. You may find that your students accept some of these distortions as facts. If so, you are most likely to change their opinions if you raise questions and get them to discover for themselves what the truth really is. You may even want to examine these ideas yourself to see if you have developed some stereotypes over the years. Many of us have.

The Distortion	The Facts
1. That a country named Russia exists and that the people in it are called Russians.	1. The term "Russia" may be used to refer the nation before 1917, but the name today is the Union of Soviet Socialist Republics, or the Soviet Union for short. Russians constitute only the largest single group in that nation. Strictly speaking the term "Russian" does not apply to all the citizens of the U.S.S.R., although we commonly use the term as though it does.
2. That Siberia is an ice-covered wasteland.	2. Large parts of Siberia are not ice-covered wasteland, and considerable farming and mining are being developed in that region.
3. That no private property exists in the Soviet Union and that everyone receives equal wages.	3. There is some private property today, such as clothes, books, jewels, and musical instruments. Some homes are owned by private citizens, and the products of the small plots of farmers are private possessions. There are great differences in wages. Some people earn extra money in their spare time.
4. That everyone in the Soviet Union is a member of the Communist Party.	4. Actually only a small percentage, somewhere between 3 and 5% of the people, are members of the Party.

* Studying the U.S.S.R. in Elementary and Secondary Schools. by Leonard S. Kenworthy, Teachers College Press, Teachers College, Columbia University, 1969.

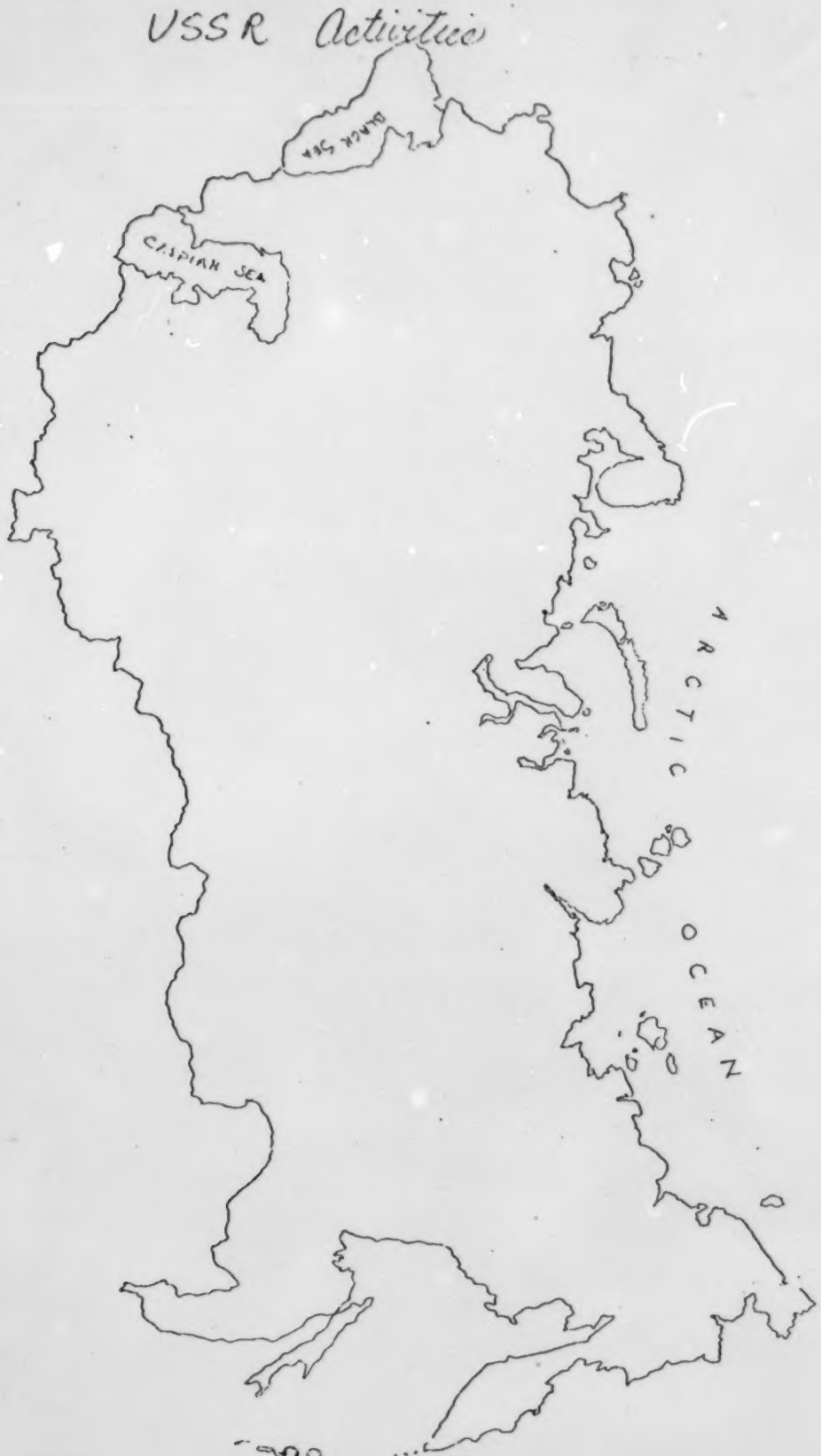
5. That the Soviet Union is ruled solely by one or two men.	5. This is less true today than in the past. Certainly the Presidium of the Central Committee of the Communist Party has considerable influence. Public officials must be aware of public opinion although they are not always responsive to it.
6. That all churches are closed in the Soviet Union.	6. Religion has been discouraged and attacked, but some churches, mosques, and synagogues are still open and functioning.
7. That all the people in the Soviet Union are stupid and uneducated.	7. Such a distortion is difficult to counteract, but it is clear that the literacy rate is very high - over 95%, and the feats of the Soviet people in space and in other fields cannot be ignored.
8. That the educational system of the U.S.S.R. is superior to that of the U.S.A.	8. Comparisons are difficult since each society developed its own educational system according to its goals. The fact that there are more college graduates in the U.S.A. than in the U.S.S.R. is worth pondering.
9. That the people of the Soviet Union have not contributed to world culture since the 1917 Revolution.	9. People who believe this should be helped to examine the work of contemporary Soviet writers, scientists, doctors, artists, and research workers.
10. That the people of the U.S.S.R. are ready to rise up in revolution against the present regime.	10. Certainly there are many expressions of discontent and need for change, but few experts consider the present discontent a threat to the Soviet government internally.


150° 180° 150° 120° 90° 60° 30° 0° 30° 60° 90° 120° 150°
75° 60° 45° 30° 15° 0° 15° 30° 45° 60°
WORLD MAP (outline)


0°
15°
30°
45°
60°
75°
90°
105°
120°
135°
150°
165°
180°
EURASIA (Countries)

Have students read and react in written or discussion fashion to "Strictly Personal: Which Society Do We Want?" by Sidney J. Harris, which can be found in the Chicago Daily News, June 13, 1972.

USSR Activities



17A

U.S.S.R. VOCABULARY

This is a basic vocabulary list of words students will encounter in their study of the U.S.S.R.

A

adobe
Alexander II
Amur
Aral
Arctic
Arctic Circle
Arctic Ocean
Armenian SSR
Asiatic
Astrakhan
atheism
autonomous republics
Azerbaijan SSR

B

Baikal, Lake
Baku
Balkhash, Lake
ballet
Baltic Sea
barbarian
Barents Sea
Beria
Bering Straits
Black Sea
"Bloody Sunday"
Bolshevik
Bolshoi Theater
borshch
Bosporus
boyers
Brezhnev, Leonid
Bulganin
Byelorussian SSR
Byzantine

C

capitalism
Carpathian Mountains
Caspian Sea
Castro, Fidel
Cathedral of St. Basil
Catherine II
caucasus
caviar
censor
Central Asia
Central Committee
CENTO
Chekov, Anton
chromium
class struggle
Cold War
collective farm
combine
Cominform
Comintern
commissar
Common Market
commune
communism
Communist Manifesto
Communist Party
containment
"continentality"
continental climate
cossack
Constantinople
Council of Ministers
Crimea
cyrillic alphabet
czar (tsar)

D

Dardanelles
Das Kapital
Decemberists
de-Stalinization
dialect
dialectical materialism
dictator
Dnieper Dam
Dnieper River
Don River
Donets Basin (Donbas)
Dostoyevsky, Fedor
Duma

E

economy
emperor
Engels, Friedrick
Estonia
Estonian SSR
Eurasia

F

fascist
fertile triangle
five-year plan

G

Gagarian, Yuri
Gapon, Father
"General Winter"
Georgian SSR
Godunov, Boris
"Golden Horde"
Golden Horn
Gorki
Gorki Park
Gulag
Gulf of Finland
Gulf of Ob
GUM

H

heavy industry

I

icon
invaders
Iron Curtain
Islam
isolated
isthmus
Ivan IV
Ivanov
Izvestia

K

Kama River
Kazakh SSR
Kerensky, Alexander
KGB
Kharkov
Khrushchev, Nikita
Kiev
Kirghiz SSR
kolkhaz
Komsomol
Korea
Kosygin, Alexi
Kremlin
kulak
Kuznetsk Basin

L

landlocked
Latvian SSR
Lena River
lend-lease aid
Lenin, Nikolai
Leningrad
light industry
Lithuanian SSR

M

Magnitogorsk
Malenkov, Georgi
Manchuria
manganese
Marshall Plan
Marx, Karl
mausoleum
Menshevik
middle man
mir
moderating
Moldavian SSR
molotov
Mongols
Mongolian Republic
Moscow
Moscow-Volga Canal
Moskva
Moslems
mosque
Mt. Elbrus
Murmansk

N

Napoleon
NATO
NEP
nihilism
Nobel Prize
nomads
North Atlantic Drift

O

Ob River
Okhotsk, Sea of
opera
Oprichniki
Orthodox

P

Pamir Mts.
Pasternak, Boris
Pavlov, Ivan
"peaceful coexistence"
peasant
Petrograd
Peter I
Peter & Paul Fortress
permafrost
phosphates
Pioneer Camps
plateau
platinum
pogrom
Polar ice cap
Poles
Politburo
Popular Front
Pravda
Presidium
production quota
propaganda
purge

R

Red Square
revolutionize
Rimsky-Korsakov
Romanov
RSFSR
ruble
Russia
Russian Revolution

S

SAC
St. Petersburg
Samarkand
satellite
Sayan Mts.
SEATO
serf
severity
Shastakovich, Dmitri
slave labor
Slavic
Social Democrat
socialist
soviet
Soviet
sovkhoz
Sputnik
S.S.R.

S

Stalin, Josef
Stalingrad
Stalinsk
steppe
subtropical
Supreme Soviet
Sverdlov Square

T

Tadzhik SSR
taiga
Tashkent
Tatars
Tchaikovsky, Peter
Tolstoi, Count Leo
totalitarian
traders
Transcaucasia
Trans Siberian R.R.
tributary
troika
Trotsky, Leon
Truman Doctrine
tsar (czar)
tundra
Turkmen SSR

U

Ukraine
Ukrainian SSR
union republic
Ural Mts.
Ural River
Usbek SSR
USSR
utopia

V

Viking
Vladivostok
Volga River
Volgograd

Y

Yenisei River
Young Pioneers

Z

zemstovs
Zhukov

W

warrior
Warsaw Pact
White Russian
White Sea
World War I
World War II

TEST U.S.S.R.

NAME _____

I. Fill in the blanks.

1. What are the five geographical regions of the U.S.S.R.?

1. _____

2. _____

3. _____

4. _____

5. _____

6. What two seas lie in Southern U.S.S.R.?

6. _____

7. _____

8. What Mt. Range splits the U.S.S.R. into Europe and into Asia?

_____

9. The U.S.S.R.'s major crop is _____.

10. Name two rivers in the U.S.S.R. which run Southward.

10. _____

11. _____

12. Name two rivers in the U.S.S.R. which run Northward.

12. _____

13. _____

14. How many republics in the U.S.S.R.?_____

15. Which republic is the largest?_____

16. The initials of the U.S.S.R. stand for what?_____

_____

17. Name three major U.S.S.R. cities.

17. _____

18. _____

19. _____

20. The capital of the U.S.S.R. is _____.

TEST U.S.S.R.

NAME Key

I. Fill in the blanks.

Circled answers are the most accurate, but others are acceptable.

1. What are the five geographical regions of the U.S.S.R.?

1. (tundra) grassland Mediterranean

2. forests (desert) steppe

3. Dry grassland (mountains) hum. continental

4. farmland (plateau) taiga

5. evergreen forests humid sub-tropical vertical (river valley)

6. What two seas lie in Southern U.S.S.R.?

6. Black

7. Caspian also Aral

8. What Mt. Range splits the U.S.S.R. into Europe and into Asia?

8. Ural

9. The U.S.S.R.'s major crop is wheat or grain.

10. Name two rivers in the U.S.S.R. which run Southward.

10. Dnepr, Don, Donetz,

11. Volga, Ural, Angara

12. Name two rivers in the U.S.S.R. which run Northward.

12. Amu Darya, Ob, Yenisei

13. Lena

14. How many republics in the U.S.S.R.? 15

15. Which republic is the largest? Russian Soviet Federated Socialist R.

16. The initials of the U.S.S.R. stand for what? Union of Soviet Socialist Republics

17. Name three major U.S.S.R. cities.

17. Kiev, Tashkent

18. Leningrad, Gorki

19. Archangel, Murmansk

21A

20. The capital of the U.S.S.R. is Moscow.

21. What sea borders the U.S.S.R. on the northwest?_____

22. Name two major industrial areas of the Soviet Union.

22. _____

23. _____

24. What is the name of the straits which separate the U.S.S.R. from Alaska?

_____

25. Why would the U.S.S.R. like to gain control of the straits of Bosporus and Dardanelles? _____

_____

II. True and False: Write out the word and correct any answers marked "false" by writing in the correct answer.

26. _____ The U.S.S.R. has the world's largest output of manganese.

27. _____ The "bread basket" of the Soviet Union is in the Ukraine.

28. _____ There are more Slavs in the U.S.S.R. than any other nationality.

29. _____ The forest area of the U.S.S.R. is in the tundra region.

30. _____ Each nationality in the U.S.S.R. is represented in the Soviet of the Union.

31. _____ The Supreme Soviet is the legislature of the U.S.S.R.

32. _____ Most farmers live on state farms.

33. _____ The Baptists are the major religious group in the U.S.S.R.

34. _____ The Ural Mountains cut across the U.S.S.R. in an east-west direction.

35. _____ The U.S.S.R. is a Eurasian nation.

U.S.S.R. TEST (Continued)

21. What sea borders the U.S.S.R. on the northwest? Barents (White)

22. Name two major industrial areas of the Soviet Union.

22. Moscow, Kiev, Minsk, Trans-Siberian R.R.

23. Kharkov, Gorki, Leningrad, Baltic Sea, Black Sea

24. What is the name of the straits which separate the U.S.S.R. from Alaska?

Bering Straits

25. Why would the U.S.S.R. like to gain control of the straits of Bosporus and Dardanelles? Warm water port

II. True and False: Write out the word and correct any answers marked "false" by writing in the correct answer.

26. True The U.S.S.R. has the world's largest output of manganese.

27. True The "bread basket" of the Soviet Union is in the Ukraine.

28. True There are more Slavs in the U.S.S.R. than any other nationality.

29. False The forest area of the U.S.S.R. is in the (tundra) taija region.

30. False Each nationality in the U.S.S.R. is represented in the Soviet of the (Union). Nationalities

31. True The Supreme Soviet is the legislature of the U.S.S.R.

32. False Most farmers live on (state) collective farms.

33. False The (Baptists) are the major religious group in the U.S.S.R. Russian Orthodox

34. False The Ural Mountains cut across the U.S.S.R. in an (east-west) north-south direction.

35. True The U.S.S.R. is a Eurasian nation.

22A

III. Matching: Put the number of the description next to the word being described.

36.	kolkhoz	____	A seaport on the Baltic
37.	five-year plan	____	Was the leader of the Communist Revolution in the Soviet Union
38.	Czars	____	Council
39.	Leningrad	____	Means of trying to convince another of a belief
40.	Soviet	____	Last Czar of Russia
41.	Lenin	____	noblemen of Russia
42.	propaganda	____	former rulers of Russia
43.	Nicholas II	____	Major Nationality in Russia
44.	boyar	____	period of time designed to accomplish various goals
45.	Slav	____	collective farm

IV. List 3 important ways in which the Soviet Union is similar to the U.S. List 3 important ways in which it is different from the U.S.

SIMILAR

46. _____

47. _____

48. _____

DIFFERENT

49. _____

50. _____

51. _____

V. What are 3 ways in which the physical geography of the Soviet Union has influenced life in the Soviet Union or how the country has developed or is developing?

III. Matching: Put the number of the description next to the word being described.

36.	kolkhoz	39	A seaport on the Baltic
37.	five-year plan	41	Was the leader of the Communist Revolution in the Soviet Union
38.	Czars	40	Council
39.	Leningrad	42	Means of trying to convince another of a belief
40.	Soviet	43	Last Czar of Russia
41.	Lenin	44	noblemen of Russia
42.	propaganda	38	former rulers of Russia
43.	Nicholas II	45	Major nationality in Russia
44.	boyar	37	period of time designed to accomplish various goals
45.	Slav	36	collective farm

IV. List 3 important ways in which the Soviet Union is similar to the U.S. List 3 important ways in which it is different from the U.S.

SIMILAR

46. _____

47. _____

48. _____

DIFFERENT

49. _____

50. _____

51. _____

V. What are 3 ways in which the physical geography of the Soviet Union has influenced life in the Soviet Union or how the country has developed or is developing?

NOTE:

Reading Tests to be used in connection with this unit can be found in Exploring a Changing World by Melvin Schwartz and John O'Connor, published by the Globe Book Company in 1968.

Sample essay/factual questions for the U.S.S.R.

1. The geography of a country may help its growth or handicap it. Apply this statement to Soviet geography.

2. The United States and the Soviet Union are alike in some ways and different in others. Write a paragraph to support this fact. (Include information about geography, climate, culture).

3. Communism has attracted many people throughout the world. Give some reasons for this.

4. How have Russian rivers been a hinderance throughout her history?

5. Tell why a country the size of the Soviet Union might break up into smaller countries if it did not have a good communication and transportation system.

6. Explain the meaning of this statement: "Russia, with one of the world's longest coast lines, is at a disadvantage in trading with the world."

7. Can the utopian ideal of a perfect society ever be realized?

8. What values are important in a communist society? In our society?

9. Tell how the social injustices of the tsarist period contributed to the downfall of the Romanov dynasty.

10. What did Khrushchev mean when he said, "We will bury you"?

11. What is the "Cold War"? Does it still exist today? If so, in what ways? If not, why not?

12. Describe the Lysenko affair. How was this possible in the Soviet Union?

13. What are the origins of the Sino-Soviet rift? What do you predict to be the future relations of these two "communist brothers"?

14. What is meant by "peaceful coexistence"?

15. The arms race between the U.S. and the U.S.S.R. will never end. React. Support your "opinions" with the facts.

16. The U.S. and U.S.S.R. continue to carry on a "war of words". Explain.

17. Should the U.S. exchange economic and technical experts with the U.S.S.R. Why or why not?

18. Why is education free to "qualified" students in the U.S.S.R.? Should it be so in the U.S.? What are the advantages and disadvantages of this system?

19. Will the Soviet Union eventually outstrip the U.S. industrially? Support your ideas with facts.

20. Compare the Russian Revolution with the American Revolution. Consider the causes, results and other pertinent ideas when making the comparison.

25

Essay questions (Continued)

21. Russian serfs were emancipated in 1861, American slaves not until 1863. How were these acts alike? How were they different?

22. Can the Soviet Union and the United States ever achieve firm friendship? On what basis will this be possible? What if any steps have been taken by both nations to obtain this goal?

23. What factors have enabled the Soviet Union to become so powerful since 1917?

24. The Russian Soviet Socialist Republic is the largest and most important republic in the U.S.S.R. There are five good reasons for its importance over the other fourteen republics. Explain them.

25. List the things in your judgment which make a country strong. Evaluate these ideas in terms of the strength of the Soviet Union.

26. Why is a polar projection map better than a Mercator map in studying the geographic relationship of the Soviet Union and the United States?

27. What information can we get about the Soviet government from its national flag?

28. Describe the types of climates found in the U.S.S.R.

29. Compare the climate and agriculture of the Soviet steppes with the climate and agriculture of our own Great Plains.

30. List the four major areas of the U.S.S.R. that are rich in mineral resources. Describe the resources of each.

31. Siberia is called the "Soviet storehouse of wealth". Explain.

32. Compare the natural resources of the Soviet Union and the resources of the United States with respect to what both have and what each lacks. Draw some conclusions about the economy of each nation from the data gathered.

33. Tell why the U.S.S.R. has been slow to explore and develop the resources of Siberia.

34. Locate and describe four major industrial regions of the Soviet Union.

35. Tell how the five-year plans have helped to increase the growth of Soviet industries.

36. Why is the U.S.S.R. trying to scatter its industries geographically?

37. What factors have helped Soviet industrial progress since World War II?

38. List and explain three weak links in the Soviet industrial system today.

39. Why does Russia have a colder climate than some other northern lands, such as Norway? What are some of the problems of building a city in the far northlands?

Essay questions (Continued)

40. Why is the Soviet climate best described as continental? What does this mean for the people, economy and agriculture of the U.S.S.R.?

41. The Ukraine is often referred to as the Soviet "breadbasket". Explain.

42. Peter the Great is said to have "Europeanized" Russia. Describe how he did this.

43. Explain the statement: "Russia in 1917 was ready for revolution".

44. Compare a collective farm and a state farm. How are they alike? How are they different?

45. Why is planning important in Soviet industry and agriculture? Does planning for industry and agriculture take place in the U.S.? In what ways?

46. What problems have made adequate transportation in the U.S.S.R. difficult to achieve?

47. List three advantages and three disadvantages of the Soviet river system.

48. Suppose you were going to the Soviet Union to study farming or industry. Which cities would you visit for each of these activities?

49. Why are people moving east in the Soviet Union? Support your ideas with facts about geography, climate and other pertinent considerations.

50. Food supplies in the Soviet Union are not as varied nor as abundant as in the United States. Tell why.

51. Tell a significant contribution of each of the following to Russian history:

Peter the Great	Father Capon
Batu Khan	Alexander II
Stephan Razin	Nicholas II
N. Lenin	N. Khrushchev
J. Stalin	L. Trotsky

52. Briefly discuss the role of the U.S.S.R. in each of the following:

United Nations	Africa
Eastern Europe	Asia
Middle East	Latin America

53. What are some of the services which rivers perform for the people in western Soviet Union?

54. In what ways are the Ural Mountains like our own Appalachians?

55. Can the Soviet Union ever hope to overcome the harsh climate in the Arctic Zone, so that real development can take place? Explain.

56. Why does the steppe climate zone lend itself to horses and horsemen.

57. How does the landscape of Eastern Europe explain the frequency with which invading groups have moved into the region?

MULTIPLE CHOICE QUESTIONS - Underline the phrase which completes the sentence correctly.

1. The time zones of the U.S.S.R. are a. more numerous than in the USA b. fewer than in the USA c. the same number as in the USA.

2. Some of the rivers of the Soviet Union do not have much fall, or drop, for producing hydroelectricity, but they make up for this by a. flowing northward b. having a great volume of water c. rarely flooding d. being shallow.

3. Wheat grows especially well in the southern parts of the Agricultural and Industrial Triangle because of a. heavy rainfall b. extremely long growing seasons c. chernozem soils d. irrigation facilities.

4. Fur trapping is an activity that could best be carried on a. in the Agricultural and Industrial Triangle b. in the northern forests c. in semi-arid lands d. on mountains.

5. The desert portions of the Soviet Union are important in the production of a. cotton and oil b. lumber and furs c. sand and cactus d. corn and meat.

6. An area known for its frigid temperatures is a. northern Crimea b. eastern Siberia c. Ukraine d. southern Turkistan

7. The mountains of the southeast separate the Soviet Union from a. Czechoslovakia b. Romania c. China d. Japan.

8. The largest country in the world is a. the United States b. Communist China c. U.S.S.R.

9. The region nearest the Arctic Circle is a. tundra b. taiga c. steppe.

10. The Soviet Union stretches across a. one b. two c. three continents.

11. The longest river in the Soviet Union is the a. Volga b. Lena c. Ob.

12. The world's largest lake is a. the Caspian Sea b. the Black Sea c. the Baltic Sea.

13. The Ural Mountains a. divide the Eurasian Plain between the continents of Europe and Asia b. separate the Soviet Union from the Balkan states c. have served as an effective barrier against invaders.

14. The most important vacation spot in the Soviet Union is a. in the Crimean Peninsula b. along the Baltic coast c. on the Pacific coast.

15. Throughout the centuries Russia has tried to secure a "window to the west" in order to a. have an important naval base b. maintain trade throughout the year c. encourage foreign travel in the country.

16. The chief rivers of Siberia flow toward a. the Arctic Ocean b. the Pacific Ocean c. the mountains in the south.

17. The largest group of Slavic peoples in the U.S.S.R. is the a. Great Russians b. White Russians c. Red Russians

MULTIPLE CHOICE QUESTIONS - Underline the phrase which completes the sentence correctly.

1. The time zones of the U.S.S.R. are a. more numerous than in the USA b. fewer than in the USA c. the same number as in the USA.

2. Some of the rivers of the Soviet Union do not have much fall, or drop, for producing hydroelectricity, but they make up for this by a. flowing northward b. having a great volume of water c. rarely flooding d. being shallow.

3. Wheat grows especially well in the southern parts of the Agricultural and Industrial Triangle because of a. heavy rainfall b. extremely long growing seasons c. chernozem soils d. irrigation facilities.

4. Fur trapping is an activity that could best be carried on a. in the Agricultural and Industrial Triangle b. in the northern forests c. in semi-arid lands d. on mountains.

5. The desert portions of the Soviet Union are important in the production of a. cotton and oil b. lumber and furs c. sand and cactus d. corn and meat.

6. An area known for its frigid temperatures is a. northern Crimea b. eastern Siberia c. Ukraine d. southern Turkistan

7. The mountains of the southeast separate the Soviet Union from a. Czechoslovakia b. Romania c. China d. Japan.

8. The largest country in the world is a. the United States b. Communist China c. U.S.S.R.

9. The region nearest the Arctic Circle is a. tundra b. taiga c. steppe.

10. The Soviet Union stretches across a. one b. two c. three continents.

11. The longest river in the Soviet Union is the a. Volga b. Lena c. Ob.

12. The world's largest lake is a. the Caspian Sea b. the Black Sea c. the Baltic Sea.

13. The Ural Mountains a. divide the Eurasian Plain between the continents of Europe and Asia b. separate the Soviet Union from the Balkan states c. have served as an effective barrier against invaders.

14. The most important vacation spot in the Soviet Union is a. in the Crimean Peninsula b. along the Baltic coast c. on the Pacific coast.

15. Throughout the centuries Russia has tried to secure a "window to the west" in order to a. have an important naval base b. maintain trade throughout the year c. encourage foreign travel in the country.

16. The chief rivers of Siberia flow toward a. the Arctic Ocean b. the Pacific Ocean c. the mountains in the south.

17. The largest group of Slavic peoples in the U.S.S.R. is the a. Great Russians b. White Russians c. Red Russians.

MULTIPLE CHOICE QUESTIONS (Continued)

18. The second largest religion practiced in the USSR today is a. Greek Orthodox b. Roman Catholic c. Islam.

19. The most important source of fuel in the USSR today is a. coal b. gas and oil c. wood.

20. The Soviet port on the Arctic Circle that is ice-free all year is a. Arkangelsk b. Murmansk c. Vyborg

21. The Soviet Union is the world's leading producer of a. petroleum and hydroelectric power b. pig iron and gold c. iron ore and manganese.

22. The city founded by Peter the Great is a. Leningrad b. Volgograd c. Moscow.

23. The Soviet Union has a. more ports than any other major country b. the longest coastline of any country c. an ice-free port at Vladivostok.

24. Many new cities in the USSR have been built in a. the Ukraine b. the steppe region c. Siberia.

25. The world's largest supply of timber is found in the a. taiga b. tundra c. steppe.

26. Siberia is a. a storehouse of fuels, water power potential and raw materials b. the home of a majority of the Soviet people c. easily accessible to the West.

27. The Kremlin, offices and residence of the Soviet government, is located in a. Moscow b. Leningrad c. Kiev

28. The Hermitage, in Leningrad, is a a. famouse museum b. center of the Soviet Union's space research c. chief atomic reactor plant in the Soviet Union.

MULTIPLE CHOICE QUESTIONS (Continued)

18. The second largest religion practiced in the USSR today is a. Greek Orthodox b. Roman Catholic c. Islam.

19. The most important source of fuel in the USSR today is a. coal b. gas and oil c. wood.

20. The Soviet port on the Arctic Circle that is ice-free all year is a. Arkangelsk b. Murmansk c. Vyborg

21. The Soviet Union is the world's leading producer of a. petroleum and hydroelectric power b. pig iron and gold c. iron ore and manganese.

22. The city founded by Peter the Great is a. Leningrad b. Volgograd c. Moscow.

23. The Soviet Union has a. more ports than any other major country b. the longest coastline of any country c. an ice-free port at Vladivostok.

24. Many new cities in the USSR have been built in a. the Ukraine b. the steppe region c. Siberia.

25. The world's largest supply of timber is found in the a. taiga b. tundra c. steppe.

26. Siberia is a. a storehouse of fuels, water power potential and raw materials b. the home of a majority of the Soviet people c. easily accessible to the West.

27. The Kremlin, offices and residence of the Soviet government, is located in a. Moscow b. Leningrad c. Kiev

28. The Hermitage, in Leningrad, is a a. famous museum b. center of the Soviet Union's space research c. chief atomic reactor plant in the Soviet Union.

29A

U.S.S.R. EVALUATION

Answer True or False.

_____ 1. The Russian Republic not only is the largest state in the Soviet Union, but also has the greatest population.

_____ 2. USSR's population is less than that of the United States.

_____ 3. Kazakh SSR has the second largest population of the republics in the USSR.

_____ 4. The rivers which flow into the Arctic Ocean are excellent for shipping and travel.

_____ 5. Nearly all of the people of the Soviet Union speak the same language.

_____ 6. Cotton is an important farm crop in the Soviet Union.

_____ 7. Wheat is an important farm crop in the USSR.

_____ 8. Much of the Soviet Union is made up of plains and rolling hills.

_____ 9. Most of the farm lands are found in the southern and southwestern portions of the USSR.

_____ 10. The Russians produce most of their needs for minerals.

_____ 11. The USSR is, in effect, a land-locked country.

_____ 12. "Generals Mud and Winter" were effective allies against Napoleon's armies.

_____ 13. Only Communist Party members are allowed to hold high office in the USSR.

_____ 14. The Supreme Soviet is elected by all the people.

_____ 15. It is easy to become and remain a member of the Soviet Communist Party.

_____ 16. A jury trial is guaranteed to all Soviet Citizens.

_____ 17. Freedom of speech and the press exists in the Soviet Union.

_____ 18. Soviet agriculture is privately owned and operated.

_____ 19. Workers in the USSR receive equal wages for the same kind of work.

_____ 20. Soviet standards of living are improving slowly.

_____ 21. Soviet agriculture is highly productive.

_____ 22. The Ural Mountains are rich in important minerals.

_____ 23. There is a high rate of illiteracy in the USSR today.

30

U.S.S.R. EVALUATION

Answer True or False.

True 1. The Russian Republic not only is the largest state in the Soviet Union, but also has the greatest population.

True 2. USSR's population is less than that of the United States.

False 3. Ukrainian (Kazakh) (kȧ-z̈ȧk') SSR has the second largest population of the republics in the USSR.

False 4. The rivers which flow into the Arctic Ocean are (excellent) poor - they freeze for shipping and travel.

False 5. Nearly all of the people of the Soviet Union speak the same language.

True 6. Cotton is an important farm crop in the Soviet Union.

True 7. Wheat is an important farm crop in the USSR.

True 8. Much of the Soviet Union is made up of plains and rolling hills.

True 9. Most of the farm lands are found in the southern and southwestern portions of the USSR.

True 10. The Russians produce most of their needs for minerals.

True 11. The USSR is, in effect, a land-locked country.

True 12. "Generals Mud and Winter" were effective allies against Napoleon's armies.

True 13. Only Communist Party members are allowed to hold high office in the USSR.

True 14. The Supreme Soviet is elected by all the people.

False 15. It is easy to become and remain a member of the Soviet Communist Party.

False 16. A jury trial is guaranteed to all Soviet citizens.

False 17. Freedom of speech and the press exists in the Soviet Union.

False 18. Soviet agriculture is privately owned and operated.

False 19. Workers in the USSR receive equal wages for the same kind of work.

True 20. Soviet standards of living are improving slowly.

False 21. Soviet agriculture is highly productive.

True 22. The Ural Mountains are rich in important minerals.

False 23. There is a high rate of illiteracy in the USSR today.

30A

U.S.S.R. EVALUATION (Continued)

_____ 24. Soviet students generally have a less demanding program of studies than American students do.

_____ 25. Women are hired equally with men for most jobs.

_____ 26. Soviet science has made few advances.

_____ 27. The Soviet Union has paid off pre-war debts to all the lending countries.

_____ 28. The North Atlantic Treaty Organization (NATO) and Warsaw Pact have similar objectives.

_____ 29. Trade between USSR and Western Europe has increased considerably in the last ten years.

_____ 30. The USSR continues to exert great influence and control over its satellite states in Eastern Europe and Asia.

CITY MATCHING

1. Capital and largest city of the Soviet Union
2. Port on the Baltic with connections to Western Europe
3. Third largest city of USSR located in the industrial and agricultural part of the Ukraine
4. City on the Volga near oil fields and a large hydroelectric power dam
5. Frontier city of Siberia
6. Ice-free port on the Arctic
7. Northern lumbering city
8. Large oil city on the Caspian Sea
9. Desert city in a cotton-growing area
10. Port of the Pacific

___ A. Baku
___ B. Igarka
___ C. Kiev
___ D. Kuibyshev
___ E. Leningrad
___ F. Moscow
___ G. Murmansk
___ H. Novosibirsk
___ I. Tashkent
___ J. Vladivostok

False 24. Soviet students generally have a less demanding program of studies than American students do.

True 25. Women are hired equally with men for most jobs.

False 26. Soviet science has made few advances.

False 27. The Soviet Union has paid off pre-war debts to all the lending countries.

True 28. The North Atlantic Treaty Organization (NATO) and Warsaw Pact have similar objectives.

True 29. Trade between USSR and Western Europe has increased considerably in the last ten years.

True 30. The USSR continues to exert great influence and control over its satellite states in Eastern Europe and Asia.

CITY MATCHING

1. Capital and largest city of the Soviet Union
2. Port on the Baltic with connections to Western Europe
3. Third largest city of USSR located in the industrial and agricultural part of the Ukraine
4. City on the Volga near oil fields and a large hydroelectric power dam.
5. Frontier city of Siberia
6. Ice-free port on the Arctic
7. Northern lumbering city
8. Large oil city on the Caspian Sea
9. Desert city in a cotton-growing area
10. Port of the Pacific

8 A. Baku
7 B. Igarka
3 C. Kiev
4 D. Kuibyshev
2 E. Leningrad
1 F. Moscow
6 G. Murmansk
5 H. Novosibirsk
9 I. Tashkent
10 J. Vladivostok

U.S.S.R. EVALUATION

Matching - Historical Figures

1. Czar, the subject of a famous opera by Moussorgsky
2. Swedish king defeated by Peter the Great
3. Prince of Kiev, whose children were married to European rulers
4. Organizer of the Holy Alliance
5. Led Russia into the Crimean War
6. Cruel and absolute ruler
7. Foreign born ruler of Russia
8. Head of secret police under Alexander III
9. Minister of Finance under Nicholas I
10. Conquered by the Poles
11. Executed by the Bolsheviks
12. Freed the serfs

____ a. Boris Godunov
____ b. Nicholas II
____ c. Yaroslav the Wise
____ d. Catherine the Great
____ e. Sergei Witte
____ f. Ivan IV
____ g. Charles XII
____ h. Alexander II
____ i. Nicholas I
____ j. Alexander I

U.S.S.R. EVALUATION

Matching - Historical Figures

1. Czar, the subject of a famous opera by Moussorgsky
2. Swedish king defeated by Peter the Great
3. Prince of Kiev, whose children were married to European rulers
4. Organizer of the Holy Alliance
5. Led Russia into the Crimean War
6. Cruel and absolute ruler
7. Foreign born ruler of Russia
8. Head of secret police under Alexander III
9. Minister of Finance under Nicholas I
10. Conquered by the Poles
11. Executed by the Bolsheviks
12. Freed the serfs

10 a. Boris Godunov
11 b. Nicholas II
3 c. Yaroslav the Wise
7 d. Catherine the Great
9 e. Sergei Witte
6 f. Ivan IV
2 g. Charles XII
12 h. Alexander II
5 i. Nicholas I
4 j. Alexander I

NOTE:

Further Examinations for use with this unit can be found in Our World and Its People (workbook and test booklet) by Edward R. Kolevzon and John A. Heine, published by Allyn and Bacon, Inc. in 1960.

STUDENT BIBLIOGRAPHY - Lines School

Russia Bibliography

947 Seth, Ronald, Milestones in Russian History
R 914 Collins, Henry Hill Jr., Europe and the U.S.S.R.
914.7 Gunther, John, Meet Soviet Russia
914.7 Nazaroff, Alexander, Picture Map Geography of the USSR
914.7 Thayer, Charles W., Russia
947 Hall, Elvajean, The Volga
947 Snyder, Louis Leo, First Book of the Soviet Union
947.084 Horizon Magazine, Russia in Revolution
921 Levine, Lenin; The Man Who Made a Revolution
947 Klimenko, Galine, Russia in Pictures
921 Perovskaya, Olga, The Wolf in Olga's Kitchen (childhood in Central Russia)
792.8 Harris, Leon, The Russian Ballet School
947 Crane, Joan S., The Story of the Soviet Union (2 copies)

Russia Fiction

SC Che Chekhov, Anton, Shadows and Light (collection of 9 stories of life in Russia)
Les Leskov, Nikolai, The Wild Beast (story of country estate of mid-19th century Russia)
940.54 Hautzig, Esther, The Endless Steppe (growing up in Siberia 1939-1945)

Records and Filmstrips:

914.7 This is the Soviet Union - Group 1
Set of 4 color filmstrips, 2 records and 4 teacher's guides

914.7 This is the Soviet Union - Group 2
Set of 4 color filmstrips, 2 records and 4 teacher's guides

914.7 Soviet Union 1 filmstrip and record

914.7 The Soviet Union Today: its people and their way of life
set of 2 filmstrips and 2 records

U.S.S.R. BIBLIOGRAPHY

Ahlschwede, Ben F. Directed Activities for Exploring the Old World. Chicago: Follett Publishing Co., 1962.

Belasco, Milton and Hammond, Harold E. Soviet Russia, N.Y.: Cambridge Book Co., Inc., 1968

Bucher, Caleb W. Activities for Today's Social Studies. N.Y.: F. A. Owen Publishing Co., 1965.

Cole, J. P. Geography of the USSR Baltimore: Penguin Books, 1967.

Cooper, Kenneth S. et al The Changing Old World. Chicago: Silver Burdett, 1967.

Dawson, Grace S., et al Think and Learn Activities. N.Y.: Ginn and Co., 1952

Flanagan, John C. et al Social Studies Behavorial Objectives. Palo Alto, Calif., Westinghouse Learning Press, 1971.

Glendinning, Robt. M. Europe and the Soviet Union. N.Y.: Ginn and Co., 1965

Halliday, E. M. et al Russia in Revolution. N.Y.: American Heritage Publishing Co., 1967.

Hill, Wilhelmina, Curriculum Guide for Geographic Education. Normal, Illinois: National Council for Geographic Education, 1964.

Unit Planning and Teaching in Elementary Social Studies. Washington, D.C.: HEW Dept., 1965.

Hoffman, George W. et al Life in Lands Overseas. Austin, Texas: Steck - Vaughn Co., 1965.

Holt, Sol. World Geography and You. N.J.: D. Van Nostrand Co., Inc., 1964.

Jackson, W. A. Douglas Soviet Union Grand Rapids: Fideler Co., 1966.

Kenworthy, Leonard S. Studying the USSR in Elementary and Secondary Schools. N.Y.: Teachers College Press, 1969.

Kohn, Clyde F. and Drummond, Dorothy Wetz, The World Today. St. Louis: McGraw-Hill Book Co., 1966.

Kolevzon, Edward R. and Heine, John A. Our World and Its People (workbook and test booklet) Chicago: Allyn and Bacon, Inc., 1960.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publishers, 1962.

McCracken, Helen, ed. Skill Development in Social Studies. NCSS, 1963.

Miller, Wm. J. et al The Meaning of Communism. Chicago: Silver Burdett Co., 1963.

Moscow, Henry. Russia Under the Czars. N.Y.: American Heritage Publishing Co., 1962.

U.S.S.R. BIBLIOGRAPHY (Continued)

Petrovich, Michael B. Soviet Union N.Y.: Ginn and Co., 1970.

Schwartz, Harry, et al The Soviet Union N.Y.: Scholastic Book Service, 1967.

Sturley, D.M. A Short History of Russia N.Y.: Harper and Row, Publishers, 1964.

Harris, S.J. Chicago Daily News, June 12, 1972.